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AUTHOR Cook, Gordon
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ABSTRACT

An investigation was made of influence in 77 academic departments of 11 community colleges in Maryland. The purposes of the investigation were to examine the relationship of perceived measures of influence to member attitudes of (a) policy agreement, (b) superior-subordinate relations, (c) peer relations; to examine the aslopes of the distribution of actual influence and the distribution of actual influence over programming curves; and to examine the amount of passive influence within departments. Twelve hypotheses were tested. All full-time teaching faculty within the 77 departments were asked to complete a questionnaire during Fall 1971. A total of 662 usable questionnaires (60%) were returned. Analyses of the data showed positive and significant correlations between total amount of actual influence and member attitudes of policy agreement, superior-subordinate relations, and peer relations. There were negative and significant correlations between variability among the orientation of influence curves and member attitudes of policy agreement and superior-subordinate relations; there was a negative and non-significant correlation between variability among the orientation of influence curves and peer relations. The analyses showed negative and significant correlations between variability about the distribution of actual and ideal influence curves and member attitudes of policy agreement, superior-subordinate relations, and peer relations. There were significantly more negatively sloped distribution of actual influence curves than positively sloped curves, and there were significantly more positively sloped distribution of influence over programming curves. There were no significant differences in the means which determine passive influence curves within the departments. (DB)

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THE RELATIONSHIP BETWEEN PERCEIVED INFLUENCE MEASURES AND MEMBER ATTITUDES OF (A) POLICY AGREEMENT, (B) SUPERIOR-SUBORDINATE RELATIONS, AND (C) PEER RELATIONS IN SELECTED COMMUNITY COLLEGE DEPARTMENTS IN MARYLAND -- A SUMMARY[1]

Gordon Cook

As organizational theory continues to evolve, many of the ideas that were formerly accepted as true are now being challenged. Influence, for example, is no longer defined in terms of a fixed amount of control or power at the disposal of an organization, but as a potentially expanding or contracting resource which could theoretically enable all members of an organization to either gain or lose some influence simultaneously.

As the concept of an expanding and contracting nature of influence in organizations developed, its importance for study was recognized. Studies were conducted essentially in business and industrial organizations relating measures of influence to various organizational variables. The purposes of this study were to examine the relationship of perceived measures of influence to member attitudes of (a) policy agreement, (b) superior-subordinate relations, and (c) peer relations; to examine the slopes of the distribution of actual influence and the distribution of actual influence over programming curves; and to examine the amount of passive influence within departments of selected community colleges in Maryland.

METHODOLOGY

The Participants.

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Seventy-seven academic departments within eleven community colleges in Maryland were studied. All full-time teaching faculty within these departments were asked to complete a questionnaire during Fall, 1971, in order to determine their perceptions of influence, policy agreement, superior-subordinate relations, and peer relations. A total of 622 usable questionnaires (60 per cent) were returned from the seventy-seven departments included in this study.

A comparison of random samples of respondents and non-respondents from the eleven participating institutions indicated that there were no significant differences in the two groups when compared on the basis of (1) years in present position, (2) years as a teacher, (3) departmental size, (4) highest earned degree, (5) academic rank, (6) age, and (7) sex.

Influence Measures.

The data pertaining to influence within departments was gathered by using a questionnaire based on items developed by Arnold S. Tannenbaum.[2] The questions measured perceptions of departmental members regarding how much influence the chairman, the faculty, and the individual had in determining what happened in the department as well as how much influence they felt each should have in determining what happened in the department. Two of the questions were designed to determine how much influence the chairman, all other administrative or supervisory personnel outside the department, the faculty, and the individual had as well as how much influence they felt they should have in determining departmental programs.

The questions used to measure influence were:

(1) In general, how much influence does the departmental chairman have in determining what the following groups or persons do in this department?

(2) In general, how much influence should the departmental chairman have in determining what the following groups or persons do in this department?

(3) In general, how much influence does the departmental teaching faculty have in determining what the following groups or persons do in this department?

(4) In general, how much influence should the departmental teaching faculty have in determining what the following groups or persons do in this department?

(5) In general, how much influence do you, personally, have in determining what the following groups or persons do in this department?

(6) In general, how much influence should you, personally, have in determining what the following groups or persons do in this department?

The "following groups or persons" referred to in questions one through six were (a) departmental chairman, (b) the departmental teaching faculty as a group, and (c) you, personally. Participants were asked to respond on a five-point scale from 1, "very little influence," to 5, "a great deal of influence."

The questions used to measure influence in determining departmental programs were:

(7) In general, how much influence do the following groups or persons actually have in determining departmental programs? (i.e. course content, teaching methods, courses, etc.)

(8) In general, how much influence should the following groups or persons actually have in determining departmental programs? (i.e. course content, teaching methods, courses, etc.)

The "following groups or persons" referred to in questions seven and eight were (a) departmental chairman, (b) all other college administrative or supervisory personnel (outside the department), (c) the departmental teaching faculty as a group, and (d) you, personally. Participants were asked to respond on a five-point scale from 1, "very little influence," to 5, "a very great deal of influence."

The data from questions one through six were combined to yield scores on the distribution of actual influence, distribution of ideal influence, total amount of influence, orientation of influence curves, passive influence, and the sign of the slope of the distribution of actual influence curves. The distribution of actual and ideal influence over programming curves and the sign of the slope of the distribution of actual influence over programming curves were calculated by using data from questions seven and eight.

Point values were assigned to the responses to each question--one point for "very little influence" to five points for "a great deal of influence." Influence measures were quantified by determining means for each variable and translating them onto an influence graph.

The influence graph is a technique of graphically depicting the measures of influence within a department. The technique consists of graphing responses to influence questions along two axes. The horizontal axis represents the hierarchically defined ranks within a department from a low to high level. The vertical axis represents the amount of influence exercised by each hierarchical level. When the measures of influence are plotted on the graph an influence curve emerges. Varying shapes of the influence curves are possible, depending upon what person, group, or coalition of groups are exercising influence and the nature of interaction between and among those persons, groups, or coalition of groups.

Policy Agreement, Superior-Subordinate Relations, and Peer Relations.

A total of fifteen items, five pertaining to each variable, were designed to measure policy agreement, superior-subordinate relations, and peer relations. Participants were asked to respond to each item indicating the actual situation in their departments on a five-point scale from 1, "very little," to 5, "a very great deal."

The items designed to measure policy agreement were:

(1) The extent to which the teaching faculty share in the determination of grading policies for students.

(2) The extent to which the teaching faculty share in the determination of policies related to promotion and tenure.

(3) The extent to which the teaching faculty participate in determining departmental goals and objectives.

(4) The extent to which the teaching faculty participate in the determination of policies related to teaching/advising loads.

(5) The extent to which the teaching faculty share in the determination of policies for, and selection of, new staff.

The items designed to measure superior-subordinate relations were:

(1) The degree to which you and your department chairman are in agreement regarding what your professional role should be.

(2) The degree to which you and your department chairman are in agreement regarding your right to teach classes in whatever manner you see fit.

(3) The degree to which you and your department chairman are in agreement regarding the nature of his role.

(4) The degree to which the department chairman is viewed as an advocate for departmental desires rather than as a member of the college administration.

(5) The extent to which members of the department share in the development of the agenda for departmental meetings.

The items designed to measure policy agreement were:

(1) The extent to which you feel that your professional colleagues in the department generally agree with your philosophy of education.

(2) The extent to which departmental members generally agree with you about the ultimate mission of the department.

(3) To what degree do the members of your department agree with you regarding the quality of departmental administrative leadership?

(4) The degree to which you feel that all members of the department share fairly in departmental resources (salary, space, secretarial assistance, office and teaching supplies, etc.).

(5) The extent to which you feel that all members of the department are treated fairly in regard to teaching assignment, class schedules, and committee assignments.

Point values, ranging from one, "very little," to five, "a very great deal," were assigned to each item. Departmental means for policy agreement, superior-subordinate relations, and peer relations were computed.

Definition of terms used.

The terms used in this study are defined as follows: (a) influence - "any process in which a person or group of persons or organizations of persons determines, that is, intentionally affects, the behavior of another person, group, or organization[3]." The terms "control," "influence," and "power" are used interchangeably in this study; (b) distribution of actual influence - is a graphic representation of how departmental influence is perceived to be distributed among hierarchical levels; (c) total amount of actual influence - is the perceived amount of actual influence exercised within a department from all hierarchical sources; (d) distribution of ideal influence - is a graphic representation of how departmental members would ideally like influence to be distributed among hierarchical levels; (e) passive influence - the degree to which each hierarchical level is perceived to be influenced by every hierarchical level in the department, including itself; (f) orientations of influence - indicates the amount of influence one hierarchical level is perceived to exercise over every other hierarchical level, including itself; (g) slope - a measure of the actual influence exercised by the highest hierarchical level compared to that exercised by the lower hierarchical levels, a "positively" sloped curve means that the lower hierarchical levels have more influence than the highest hierarchical level while a "negatively" sloped curve means that the lower hierarchical levels have less influence than the highest hierarchical level; (h) variability - is a measure of the degree of difference between or among influence curves; (i) policy agreement - is a group perception of the extent to which members of a department perceive themselves to be in agreement on matters dealing with policy and policy determination within the department; (j) peer relations - the extent to which

members of a department perceive themselves to be in agreement with their peer on matters pertaining to the activities and functions within the department; (k) superior-subordinate relations - the extent to which members of a department see the chairman and the members of the department in agreement on matters dealing with the delegation or use of administrative authority in achieving the goals of the department; (l) department or division - was the basic unit of organization of the faculty within the community colleges. In order to avoid repetitiveness, the word "department" was used to designate the basic unit; and (m) programming - the process of determining departmental programs, such as, courses offered, course content, and teaching methods.

Research Questions and Hypotheses.

Listed below are the questions proposed for the study and the research hypotheses based on those questions.

1. What are the relationships between total amount of actual influence and (1) policy agreement, (2) superior-subordinate relations, and (3) peer relations?

Hypothesis one. The total amount of actual influence is correlated positively with policy agreement.

Hypothesis two. The total amount of actual influence is correlated positively with superior-subordinate relations.

Hypothesis three. The total amount of actual influence is correlated positively with peer relations.

2. What are the relationships between the variability among the orientation of influence curves and (1) policy agreement, (2) superior-subordinate relations, and (3) peer relations?

Hypothesis four. The variability among the orientation of influence curves is correlated negatively to policy agreement.

Hypothesis five. The variability among the orientation of influence curves is correlated negatively to superior-subordinate relations.

Hypothesis six. The variability among the orientation of influence curves is correlated positively to peer relations.

3. What are the relationships between the variability between the distribution of actual influence curves and the distribution of ideal influence curves and (1) policy agreement, (2) superior-subordinate relations, and (3) peer relations?

Hypothesis seven. The variability between the distribution of actual influence curves and the distribution of ideal influence curves is correlated negatively to policy agreement.

Hypothesis eight. The variability between the distribution of actual influence curves and the distribution of ideal influence curves is correlated negatively to superior-subordinate relations.

Hypothesis nine. The variability between the distribution of actual influence curves and the distribution of ideal influence curves is correlated positively to peer relations.

4 Arethe distribution of actual influence curves within the departments positively or negatively sloped?

Hypothesis ten. The distribution of actual influence curves within the departments are negatively sloped.

5. Are the distribution of actual influence over programming curves within the departments positively or negatively sloped?

Hypothesis eleven. The distribution of actual influence over programming curves within the departments are positively sloped.

6. Is there a difference in the amount of passive influence within the departments?

Hypothesis twelve. There is no difference in the amount of passive influence within the departments.

FINDINGS AND DISCUSSION

Total Actual Influence and Member Attitudes.

The findings for hypotheses one, two, and three showed positive and significant correlations between total amount of actual influence and member attitudes of (a) policy agreement ($r = +.42$), (b) superior-subordinate relations ($r = +.55$), and (c) peer relations ($r = +.55$). These findings are in agreement with much of the literature in suggesting that total amount of actual influence is an important variable in predicting other organizational variables, such as, morale, loyalty, consensus, satisfaction, member participation, and effectiveness. Collectively, these findings have broad implications for formal organizations.

Table 1. Pearson Product-Moment Correlations between the total amount of actual influence and policy agreement

	Product-Moment Correlation	"t"	P
Policy Agreement	.42	4.11	<.05
Superior-Subordinate Relations	.55	5.82	<.05
Peer Relations	.55	3.71	<.05

Etzioni characterized colleges and universities, and to a lesser extent schools, as normative organizations. Normative organizations are, Etzioni stated, those organizations:

> . . .in which normative power is the major source of control over lower participants, whose orientation to the organization is characterized by high commitment. Compliance in normative organizations rests principally on internalization of directives accepted as legitimate. Leadership, rituals, manipulation of social and prestige symbols, and resocialization are among the more important techniques of control used.4

Normative organizations generally generate moral involvement on the part of participants. Pure moral involvement, which tends to develop in vertical relationships, is a situation in which "commitments are based on internalization of norms and identification with authority."

In this study, evidence of high moral involvement, "a positive orientation of high intensity" toward the organization, by the departmental members was indicated in their perceived actual levels of influence. Moral involvement was further indicated by the members' desire to increase their levels of actual influence. If a community college depart-

ment can be accurately classified as a normative-moral organization, the implication is that the departmental members would have positive attitudes and high commitment toward organizational goals. It would appear that the normative-moral compliance relationship, where commitment to, and a positive orientation toward, organizational goals are present, would constitute an optimum organizational environment in which to adopt measures to increase total influence.

The complex relationships in a high influence situation were summarized by Ari and Smith:

> The significant exercise of control by both members and leaders leads to a high degree of identification and involvement in the organization. All organization members are more motivated to develop a set of shared policies and practices, to accept jointly made decisions, and to act on behalf of the organization. The system of high mutual influence which this pattern of control signifies provides an opportunity for members and leaders to reconcile their interests and facilitates an atmosphere of cooperation. This further bolsters common loyalties and promotes shared objectives which are reflected in the wider acceptance of organizational norms. The conditions thus exist for effective decision-making and improved coordination in carrying out organizational objectives in a concerted manner. Finally, it may be inferred that the joint contributions of members and leaders facilitate better and more acceptable policies and decisions insuring their translation into concerted action of an adaptive nature characteristic of the highly effective organization.[5]

This study was concerned with the relationship of total actual influence to policy agreement, superior-subordinate relations, and peer relations and does not make the inferences posited by Ari and Smith and others. The results of the study, however, do represent a first step in this direction. The findings suggest that a department chairman, by facilitating an increase in the level of total influence within a department, will also facilitate an increase in policy agreement, superior-subordinate relations, and peer relations. The collective research on influence suggests that a department chairman, by facilitating an increase in the amount of total influence within a department, will also facilitate increases in the uniformity of member attitudes and the overall effectiveness of the organization.

Variability Among Orientation of Influence Curves and Member Attitudes.

The analyses of hypotheses four and five showed negative and significant correlations between variability among the orientation of influence curves and member attitudes of (a) policy agreement (r= -.27), and (b) superior-subordinate relations (r= -.36). The analysis of hypothesis six showed a negative and non-significant correlation between variability among the orientation of influence curves and peer relations (r= -.18). These analyses suggest that as the variability among the orientation of influence curves increases, agreement on member attitudes of policy agreement and superior-subordinate relations will decrease. (See Figure 1, p. 11, for the Orientation of Influence Curves for each hierarchical level in all departments combined.)

Table 2.. Means which determine the orientation of influence curves for each hierarchical level within all departments (n=77)

Hierarchical Level Exercising Influence	HIERARCHICAL LEVEL OVER WHICH INFLUENCE IS EXERCISED		
	Chairman	Faculty	You, Personally
Chairman	4.15	3.50	3.28
Faculty	2.91	3.29	2.81
You, Personally	2.49	2.65	4.00

Table 3. Pearson Product-Moment Correlation between the variability among the orientation of influence curves and policy agreement

	Product-Moment Correlation	"t"	P
Policy Agreement	-.27	-2.47	<.05
Superior-Subordinate Relations	-.36	-3.45	<.05
Peer Relations	-.18	-1.68	NS

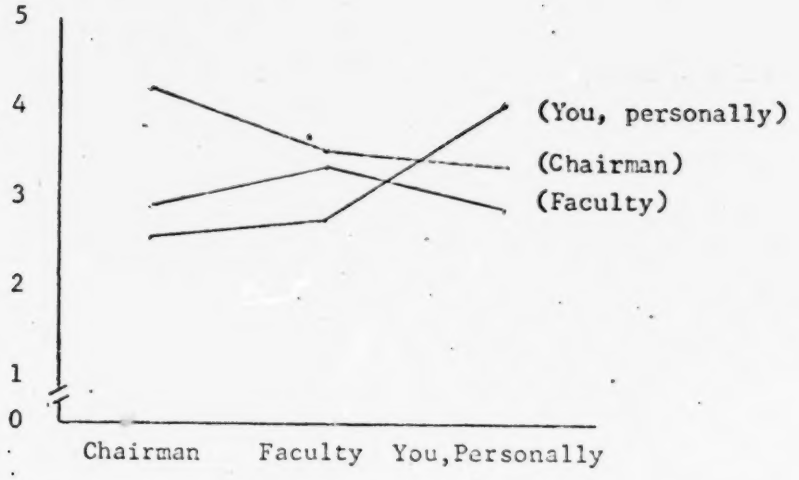

Fig. 1 - The Orientation of Influence Curves for each hierarchical level in all departments combined.

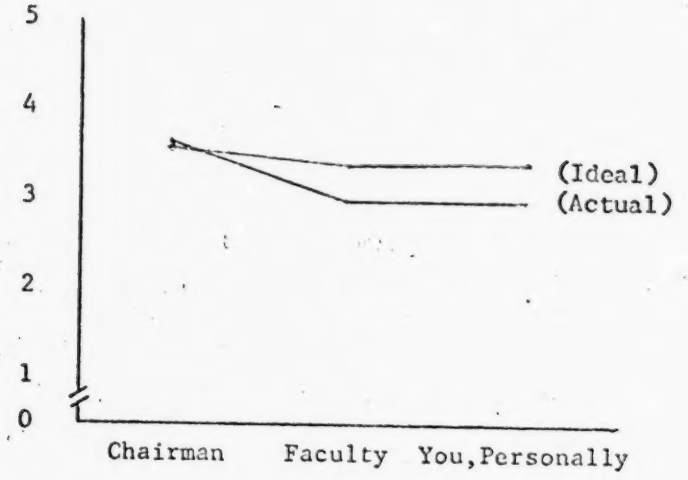

Fig. 2 - The Distribution of Actual and Ideal Influence Curves for all departments combined.

Although the positive relationship between variability among the orientation of influence curves and peer relations was not found in this study, it seems possible that under certain circumstances this relationship might be found. If the disparity among the orientation of influence curves was great, especially if the chairman's curve indicated he was exercising substantially more influence over every hierarchical level than the departmental faculty or individual members, one might expect a positive relationship. Hostility toward the chairman might increase while interaction and communication between the faculty and the chairman would decrease. Tannenbaum found some evidence of this in his study of unions.

> Conformity within the union is considered a requirement of success in its struggle with management . . . "confusion and disunity" cannot always be tolerated during times of strife, and conflict with an outside enemy often has the effect of banishing them. Lines are drawn, a common purpose is accepted, and control is very likely to be increased. An organization under these conditions must be more highly regulated in order to survive. Common acceptance of this notion increases the amenability of members to the regulations of the organization.[6]

This situation in which the membership identified management as the "enemy" did not exist or was not detected in this study. In a highly unionized department and during times of strife, however, this relationship might be found.

The analyses of hypotheses four, five and six represent an exploration of a measure of perceived influence--variability among the orientation of influence curves--which has not been previously examined in the literature. The findings suggest that a departmental chairman could increase policy agreement and superior-subordinate relations by decreasing the variability among the orientation of influence curves. Additional study os this variable is needed, however, in order to determine its value in predicting other variables and its relationship to organizational effectiveness.

Variability Between the Distribution of Actual and Ideal Influence Curves and Member Attitudes.

The analyses of hypotheses seven, eight, and nine showed negative and significant correlations between variability about the distribution of actual and ideal influence curves and member attitudes of (a) policy agreement ($r = -.48$), (b) superior-subordinate relations ($r = -.55$), and (c) peer relations ($r = -.33$). These analyses suggest that as the variability between the actual and ideal influence curves increases, agreement on member attitudes of policy agreement, superior-subordinate relations, and peer relations will decrease. (See Figure 2, p. 11, for Actual and Ideal Influence Curves for all departments combined.)

Table 4. The means which determine the actual and ideal distribution of influence curves (n=77)

	Chairman	Faculty	You, Personally
Actual	3.64	3.01	3.05
Ideal	3.62	3.39	3.40

Table 5. Pearson Product-Moment Correlation between the variability about the means of the distribution of actual and ideal influence curves and policy agreement

	Product-Moment Correlation	"t"	P
Policy Agreement	-.48	-4.81	<.05
Superior-Subordinate Relations	-.55	-5.77	<.05
Peer Relations	-.33	-3.07	<.05

Tannenbaum and Bachman, in discussing the role of attitudes on group uniformity, stated:

> . . . a member's attraction to the group will have a positive influence upon his tendencies to communicate with other members, to conform to group demands for opinion change, and to reject non-conformers . . . . Individuals who are positively oriented toward a group will tend to be attracted to each other; and, alternatively, members attracted to each other will tend to develop similar orientations toward relevant objects (such as the group). Basically, the processes . . . involve a number of interrelated variables which, in concert, lead to uniformity: attraction to the group, interaction-communication, and the tendency to send and receive influence or "pressure."[7]

Tannenbaum and Bachman's study suggests that a departmental chairman, if he desires to increase agreement on member attitudes of (a) policy agreement, (b) superior-subordinate relations, and (c) peer relations, should provide an organizational structure and utilize leadership techniques which will increase "attraction to the group, interaction-communication, and the tendency to send and receive influence. . ." The results of this study suggest that this situation would be more likely to exist when the actual level of influence exercised approaches the ideal level of influence, that is, when variability between the distribution of actual and ideal influence is decrease.

Although a positive relationship between peer relations and variability about the distribution of actual and ideal influence curves was hypothesized, this was not found in the study. Additional studies of these two variables might indicate a curvilinear relationship. One might hypothesize that if the discrepancy between the distribution of actual and ideal influence reached a certain level, members would coalesce into a strong, cohesive group in opposition to the individual or group who prevents the members from exercising sufficient influence to approach their ideal level. Under these circumstances, one might find that directives were falling consistently at the extremes or outside the members' "zone of indifference."[8] In such a situation, one might expect to find a positive correlation between peer relations and variability about the distribution of actual and ideal influence curves.

The relationship of the actual to the ideal influence curve in this study was similar to those found in other organizations. As Smith and Tannenbaum reported:

> It is notable that the ideal pattern proposed by most members does not often imply radical or dysfunctional aspirations regarding control. On the contrary, it implies a higher degree of total control, and, as we have seen, this is related to organizational effectiveness as well as to member attitudes in three of four organizations examined.[9]

The distribution of ideal influence curves in the departments studied did not appear to be dysfunctional. Considered as a group, the seventy-seven departments indicated a desire for a negatively sloped curve although not as negatively sloped as the distribution of actual influence curve. Departmental members indicated that the chairman's influence should be very slightly decreased and that the influence of the faculty and the individual should be increased. Possibly the departmental members ideally preferred to decrease or have the chairman's influence remain about the same, while concurrently increasing their own influence, because they may regard the chairman as a "first among equals," and not primarily as a superior. Some credence is lent to this supposition by the fact that departmental members perceive the individual as second to the chairman in the exercise of influence and ideally felt that this should be the situation. Departmental members desire to increase their individual influence, and that of the faculty, to almost on an even par with that of the chairman. This could indicate that the individual departmental members regard themselves as being just as knowledgeable, skilled, and deserving of exercising influence as the departmental chairman.

Slope of the Distribution of Actual Influence Curve

The analysis of hypothesis ten indicated that there were significantly more negatively sloped distribution of actual influence curves found in the seventy-seven departments than positively sloped curves. This finding was consistent with the literature where it was found that most organizations studied reported a negatively sloped curve. It was suggested that a negatively sloped curve may be necessary in order to insure the proper functioning of the organization. Ari and Smith, for example, stated that:

> While high rank-and-file control relative to that of the leadership may have positive consequences under certain conditions, some authors have pointed up the necessity of control from above to insure efficient organizational functioning. Despite its detrimental effects, "hierarchical control" (negative slope) is viewed as necessary to insure shared organizational norms, effective co-ordination, and concerted member effort.[10]

Table 6. Frequency distributions for positively, negatively, and zero sloped distribution of influence curves, and chi square for difference in proportion

Number of Positively Sloped Curves	Number of Negatively Sloped Curves	Number of Zero Sloped Curves	X^2	P
7	69	1	49.67	<.05

Although departmental members ideally desired to increase the amount of influence which they exercised, they did agree that a negatively sloped curve was an acceptable mode of operation. In a significant number of the departments in this study the members not only perceived the chairman as exercising more influence than the faculty or the individual, but they ideally desired this situation. Even though members might regard the chairman as a "first among equals," they still apparently looked to him for leadership and, according to Ari and Smith, if this leadership or influence were not exercised, the organization might become dysfunctional.

Slope of the Distribution of Actual Influence Over Programming Curve.

The analysis of hypothesis eleven showed that there were significantly more positively sloped distribution of influence over programming curves in the departments studied. Hypothesis eleven was unique in that it dealt with influence over one main area--determining departmental programs. Determining programs is one of the main tasks of the department and it was felt that the department would have significant influence in this area.

Table 7 . Frequency distributions for positively, negatively, and zero sloped distribution of actual influence over programming curves, and chi square for difference in proportion

Number of Positively Sloped Curves	Number of Negatively Sloped Curves	Number of Zero Sloped Curves	X^2	P
60	14	3	27.59	<.05

Departmental members perceived the department as generally exercising more influence than college administrative or supervisory personnel, outside the department, in determining programs. Moreover, departmental members desired even more influence in determining programs. All seventy-seven distribution of ideal influence over programming curves were positively sloped.

While the departmental members desire a more positive distribution of actual influence over programming slope, they indicated that the increase in influence should go to the faculty and to the individual member. Ideally, departmental members whould decrease the influence of college administrative and supervisory personnel outside the department, decrease the chairman's influence slightly, and increase the influence of the faculty and the individual. (See Figure 3, p. 17, for Distribution of Actual and Ideal Influence Over Programming Curves for all departments combined.)

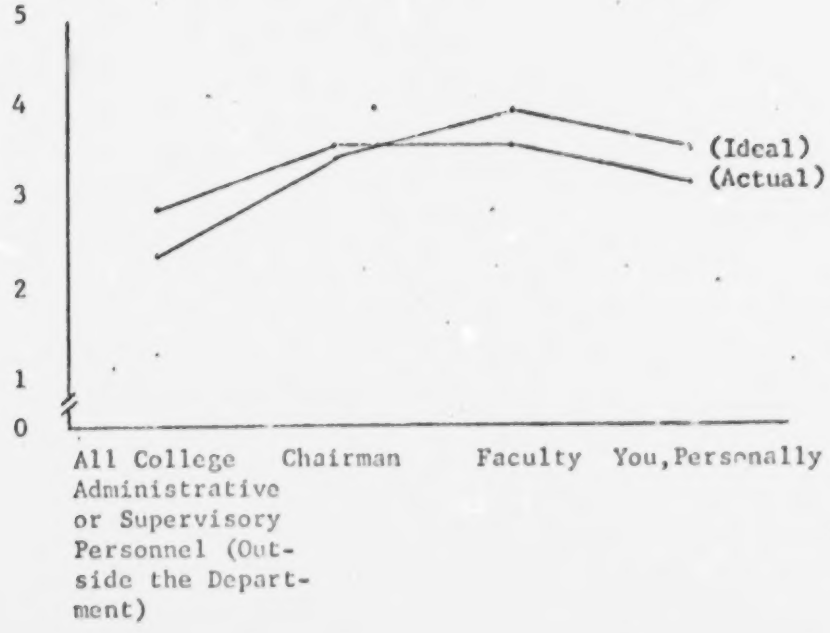

Fig. 3 - The Distribution of Actual and Ideal Influence over Programming Curves for all departments combined.

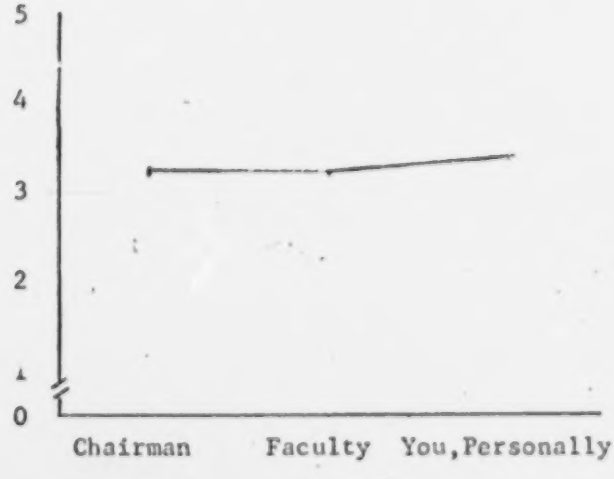

Fig. 4 - The Passive Influence Curve for all departments combined.

Ari and Smith outlined a situation in which positively sloped curves might be related to organizational performance.

> It is conceivable that a positively sloped distribution of control might lead to a system of shared norms and consequently concerted action on behalf of the organization. . . . This might occur in a "mutual benefit" type of organization, such as some voluntary associations, where the interests and objectives of members and leaders are more fully shared, and where decision-making is of a judgemental nature. Other necessary conditions would include a prevailing ideology sanctioning "democratic" control and a formal structure, including authority and decision-making, that would facilitate the control of the rank-and-file members.
>
> If such a structure is also associated with high mutual influence between the members and the leaders, the basis is provided to achieve the necessary co-ordination and to translate rank-and-file control into effective action.[11]

From the analysis of hypothesis eleven, it appears that the conditions for an effective positive slope as outlined by Ari and Smith were met in the one area of determining pedartmental programs. This finding suggests that departmental members have substantial influence over course content and methods of instruction within their respective classes.

Passive Influence.

Analysis of hypothesis twelve showed that there were no significant differences in the means which determine passive influence curves within the departments. (See Figure 4, p.17, for the Passive Influence Curve for all departments combined.) This finding, that the degree to which the three hierarchical levels are subject to influence is about the same, may be characteristic of all formal organizations. Tannenbaum and Georgopoulous discussed this proposition:

> One might predict for organizations generally that . . . the amount of control to which differing hierarchical groups are subject may remain fairly similar. Nearly everyone is subject to the influence of his organizational role, i.e., is subject to control within the organization (in some cases by their peers as control agents). In this sense, the receipt of control in organizations is probably a more universal principle than the exercise of control. Everyone, from the highest executive to the lowest employee, must conform to role requirements and hence be subject to some minimum level of control. It is probable, in fact, that if a person's behavior is not controlled to some degree within the organization, he is not an integrated member.[12]

Table 8. Means which determine the passive influence curves for all departments combined (n=77)

Chairman	Faculty	You, Personally
3.18	3.15	3.36

Table 9. Analysis of variance (one-way design) of the means which determine the passive influence curves

	Sum of Squares	DF	Mean Square	F	P
Between Groups	1.19	2	.5963	2.68	NS
Within Groups	50.71	228	.2224		
Total	51.90	230			

Although the results of this analysis lend some support to the proposition advanced by Georgopoulous and Tannenbaum, additional studies need to be made of passive influence. This study was confined to departments and, since departmental chairmen teach part-time and are considered faculty members, it might be expected that they would be influenced substantially by peer group pressure as well as by college administrative and supervisory personnel. Additional studies of community colleges which included the academic deans and the presidents would be valuable in order to determine if the deans and presidents are perceived to be subject to a similar amount of influence as the faculty or individual.

The relationship of passive influence to other organizational variables could also be examined. There might be, for example, an "acceptable" level of passive influence within the organization for each hierarchical level. If a hierarchical level were subject to greater influence than this "acceptable" level, that hierarchical level could become dysfunctional within the organization. These facets of passive influence need to be studied.

Summary.

The results of this study represent an initial investigation of influence in community college departments using techniques developed by Arnold S. Tannenbaum and others. The results are encouraging in that some of the findings were compatible with the findings of studies reported in the literature. Total actual influence was correlated significantly with important organizational variables--policy agreement, superior-subordinate relations, and peer relations; the majority of slopes of the distribution of influence curves were negative; and passive influence was about the same across all hierarchical levels in the departments.

In addition, relationships not previously examined in the literature were studied--the relationship of the variability among the orientation of influence curves and the variability between the distribution of actual and ideal influence curves with policy agreement, superior-subordinate relations, and peer relations. Although the implications of these findings are less clear, they can serve as a basis for further study. The results of the hypothesis dealing with the slope of the distribution of influence over programming indicated that departmental members feel that in a significant number of cases the curve is positively sloped.

NOTES

[1]For an indepth description and analysis of the variables discussed in this paper, see: Cook, Gordon M. "The Relationship Between Perceived Influence Measures and Member Attitudes of (a) Policy Agreement, (b) Superior-Subordinate Relations, and (c) Peer Relations in Selected Community College Departments in Maryland," College of Education, University of Maryland, 1972. University Microfilms, Ann Arbor, Michigan.

[2]Arnold S. Tannenbaum, Control in Organizations (New York: McGraw-Hill Book Co.), 1968.

[3]Ibid., p. 5.

[4]Amitai Etzioni, A Comparative Analysis of Complex Organizations (New York: The Free Press of Glencoe, 1961), p. 40.

[5]Oguz N. Ari and Clagett G. Smith, "Organizational Control Structure and Member Consensus," American Journal of Sociology, LXIX (May, 1964), p. 638.

[6]Arnold S. Tannenbaum, "Control Structure and Union Functions," American Journal of Sociology, LXI (May, 1956), p. 542.

[7]Arnold S. Tannenbaum and Jerald G. Bachman, "Attitude Uniformity and Role in a Voluntary Organization," Human Realtions, XIX (1966), p. 310.

[8]Chester I. Barnard, The Functions of the Executive (Cambridge, Mass.: Harvard University Press, 1968), p. 165.

[9]Clagett G. Smith and Arnold S. Tannenbaum, "Organizational Control Structure: A Comparative Analysis," Human Relations, XVI (Fall, 1963), p. 311.

[10]Ari and Smith, op. cit., p. 626.

[11]Ibid., p. 638.

[12]Basil S. Georgopoulous and Arnold S. Tannenbaum, "The Distribution of Control in Formal Organizations," Social Forces, XXXVI (Oct., 1957), p. 46.

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